



# PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

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## MEMORANDUM

**TO:** Directors, Exceptional Children Programs  
Lead Administrators, Charter Schools

**FROM:** Sherry H. Thomas, Director *SH*

Carol Ann M. Hudgens, Section Chief *CAH*  
Policy, Monitoring and Audit

**DATE:** February 12, 2020

## REEVALUATION – AUTISM SPECTRUM DISORDER

The EC Division has received a number of follow-up questions regarding when the new required evaluations (Sensory Processing Evaluation (SPE) and Motor Screening (MS)) must be collected; specifically at the time of reevaluation.

In general, reevaluations may be initiated to:

1. Determine eligibility and/or
2. Gather information for programming.

For the purposes of this memorandum, clarification is being provided for reevaluations of children with Autism when a reevaluation is initiated for eligibility and/or programming.

### Eligibility

For children with Autism Spectrum Disorder, if a reevaluation is initiated for the purposes of the eligibility after January 1, 2020, whether at the three year requirement (triennial) or earlier, the IEP Team must:

- Review and document existing data<sup>1</sup>, including evaluations and information provided by the parents of the child; current classroom-based, local, or State assessments, and classroom-based observations; and observations by teachers and related services providers;
- Review and document existing data on the AU worksheet for the required screenings/evaluations for Autism; and
- Determine if the child is, or continues to be, a child with Autism (eligibility).

If there are no existing data for the two new required evaluations for Autism, Sensory Processing Evaluation and/or Motor Screening (or any other required screening/evaluation for AU), the IEP Team must request parental consent to conduct the evaluation(s). Eligibility for Autism cannot be determined until the evaluation(s) are completed and the IEP Team reconvenes to discuss and determine eligibility.

If there is existing data that describes:

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<sup>1</sup> *The IEP Team must carefully consider whether existing data is “current and relevant.” The regulations do not provide a definition of current or relevant. However, as a best practice, the IEP Team should discuss when the evaluations were conducted; the age of the child at the time of the evaluation and the child’s current age; and whether or not the data is sufficient to support the child’s continuing eligibility and development of the IEP.*

- How the student’s current level of sensory processing impacts educational performance and participation at school;
- The intensity of the student’s responses to various sensory experiences;
- The strengths and needs related to sensory-motor coordination;
- Adequacy of motor functioning; and

meets policy definitions of Sensory Processing Evaluation and Motor Screening, the IEP Team can document these data in the “Assessment Summary” and pull these data into the AU worksheet under “Sensory Processing Evaluation” and “Motor Screening” respectively. In this scenario, if the IEP Team has existing data for the two new required screenings/evaluations and all the other required screenings/evaluations for AU, the child’s eligibility/continuing eligibility can be determined on the basis of the review of existing data.

There is no expectation that evaluations are initiated for children currently identified with AU for the sole purpose of gathering the two new evaluations as a result of the change in policy; unless:

- it is the three-year reevaluation (triennial) in which continuing eligibility must be considered and there are no existing data for these areas; or
- an IEP Team questions the child’s continued eligibility as AU.

### **Programming**

If a reevaluation is initiated (for any child with a disability) for the purposes of programming (more evaluation data is needed to adequately address the child’s unique needs in the IEP), then the IEP Team conducts a reevaluation to obtain the parent’s consent to conduct the evaluation that will provide the information necessary to review and revise the IEP.

For example, if there is a change in the student’s behavior and a Functional Behavior Assessment (FBA) is needed, the IEP Team initiates the reevaluation for programming and secures the parent’s consent to conduct the FBA. When the evaluation is completed, the data from the FBA is documented in the present levels of academic achievement and functional performance (PLAAFP) and the IEP Team determines whether the child requires specially designed instruction and/or other supplemental aids and supports and revises the IEP accordingly.

For the child with Autism, if the reevaluation is initiated for programming (only), the two new required evaluations (SPE/MS) become *optional*. However, at any time after January 1, 2020, if the purpose of the reevaluation includes eligibility, the IEP Team must collect and document the evaluation data for an SPE and/or MS either through the review of existing data or by obtaining consent to conduct the evaluation(s).

If you have additional questions, please contact your regional consultant for Autism, school psychology, occupational therapy or program monitoring. Contact information can be found on the EC Division Regional Directory at: <https://ec.ncpublicschools.gov/directory/regional-consultants>.

SHT/CAH/cah

C: EC Division Staff  
Drea McCoy, Section Chief- Supporting Teaching and Related Services

## **EXCEPTIONAL CHILDREN DIVISION**